

# HSE 21 Reflection on Instruction

Using the HSE 21 Best Practices Model to reflect on our teaching practices.

<b>Student-Centered Approaches</b>	<b>Votes</b>
Capturing previous learning to new learning. Prior knowledge.	1
Multiple strategies shared	1
Seeing where students prior knowledge is.	0
Student choice by letting them choose what they understand.	0
Prior knowledge by relating what they are learning today to what they learned yesterday.	0
Prior knowledge	0
View strategies in See Saw and explain others' thinking	0
Use of math journal creates a safe place to take risks	0
Repeating the objective throughout the lesson	0
Math problem is relevant to students	0
Rigor - questioning required students to think more deeply	0
Differentiation in the way she formative way she assessed the students with multiple choices to finish the question	0

<b>Cognitive Curriculum</b>	<b>Votes</b>
Explaining someone else's thinking	0
Experimenting with different ways to solve	0
Is there any math here?	0
Creative decision planning...thinking creatively	0
Inquiry driven/ open-ended question	0
Creating rigor by breaking apart a math story and thinking about all math that could be involved before they get to the big question	0
Analysis of problem (focus not about getting the answer) but truly just deeper understanding of question itself.	0
Making them figure out how their their thinking changed	0
Visualizing the problem, not showing it to the students.	0

<b>Fundamental Classroom Conditions</b>	<b>Votes</b>
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Respectful and engaged as active listeners while someone is sharing out.	0
Talk about it, go! Collaboration, many ideas welcomed.	0
Collaboration with turn and talk	0
Nonthreatening	0
Getting down to student level during discussions	0
Sharing ideas regarding where math is present with one another. Turn to the person you just talked to and now....	0
Students are constantly collaborating and learning	0

<b>Transfer of Learning</b>	<b>Votes</b>
Application of learning	0
Explaining thinking, being able to analyze someone ELSE's thinking.	0
Students are providing evidence behind the strategy they chose	0
She had the students apply their learning by having them create the big question before she actually introduced the big question at the end.	0